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ABSTRACT

Seven modules provide perspective on United States history in terms of the American as an individual in the community. Part One, The American Family, explores roles of American men and women, marriage, and the family. Letters written in 1776 between John and Abigail Adams are contrasted with letters written in 1975 between working mothers. Family structure and roles of immigrants are compared to students' own families and those on TV programs. In Part Two, Education for Work and for Life, students trace the development of the public school system, read historical accounts of barriers to women in higher education, and analyze statistics of men and women in various occupations today. Benjamin Franklin's autobiography and self-improvement chart are used as models for students to evaluate their own experiences with education as "an individual achievement." The materials, which are in field-test condition, represent three types: given materials, including current and historical readings; suggestions for student contributions relying on experience with family living, education, and religion; and suggestions for alternative strategies and materials available in the school or community. (AV)

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MATERIALS FOR USING
AMERICAN ISSUES FORUM
IN THE AMERICAN HISTORY CLASSROOM

TOPIC VIII: GROWING UP IN AMERICA

Developed with a grant from
THE NATIONAL ENDOWMENT FOR THE HUMANITIES

Part 1

SO 009 430

The University of the State of New York
The State Education Department
Bureau of Secondary Curriculum Development
Albany, New York 12234
1976

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FOREWORD

This set of modules and succeeding sets to be mailed during this school year have been produced in consonance with the program of the American Issues Forum, under a grant from the National Endowment for the Humanities. The classroom strategies are intended to provide suggestions for examining American history in the light of the issues identified by the national committee which proposed the American Issues Forum. In view of the topical nature of the 11th grade social studies program, this can be done without seriously disrupting most teaching programs.

The materials are in fieldtest condition, so that classes and teachers may provide input concerning learning experiences which prove to be most useful. Some assessment of each strategy used by some or all of the students, and suggestions of modifications or substitutions will help the Department produce a final set of strategies which will carry the themes of the American Issues Forum into the future, as we look beyond the Bicentennial year.

The Evaluation Form appears on page iv.

These modules form Part I of 2 parts for the topic, *Growing Up In America*. These coordinate most closely with the Social Studies 11 syllabus, Topic IV, *American Civilization in Historic Perspective*.

Gail F. Hubbard, a former teacher at Ithaca High School, developed these materials, as part of the work being done under a grant from the National Endowment for the Humanities. Donald H. Bragaw, Chief, Bureau of Social Studies Education, is coordinating the project. The manuscript was prepared for publication by Janet M. Gilbert, associate in Curriculum Development.

HERBERT BOTHAMLEY, *Chief*
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EVALUATION FORM FOR
GROWING UP IN AMERICA

Please return this form to the Bureau of Secondary Curriculum Development, The State Education Department, Albany, New York 12234.

1. Classroom strategies used (list by pages)

2. How many students were involved in using this material?

3. Were the reading passages/statistical materials/graphics within the comprehension level of most of the students using them? (list by pages and indicate how satisfactory each was, if a single answer does not apply)

4. Were the suggested questions, and/or the learning strategies interesting and helpful to students in reaching the understandings or developing the desired concepts? (list by pages and indicate how satisfactory each was, if a single answer does not apply)

5. Please suggest substitutions of readings/statistics/graphics which you think would be more appropriate.

6. Please suggest modifications of the learning strategies to make them more effective for more students.

Send descriptions of learning strategies, with references to reading passages, etc., which you have found effective in teaching these same understandings or concepts.

Your signature and school identification is optional; we'd like to give you credit, if we use any of your ideas!

TO THE TEACHER

In 1971, a Cornell University professor of history, Michael Kammen, edited a series of essays for a volume he called *The Contrapuntal Civilization.* In his opening essay, "Biformity: A Frame of Reference," Dr. Dammen enumerated several opposing impulses in American civilization. He ended this essay with the statement, "In short, the push-pull of both wanting to belong and seeking to be free has been the ambivalent condition of life in America, the nurture of a contrapuntal civilization." His sentence is the theme of this series of materials for students on "Growing Up in America." We will be examining the American as an individual and the American as a searcher for community.

The suggestions given are divided into three categories: Guide Questions for Given Materials, Suggestions for Student Contributions, and Suggestions for Alternate Strategies and Materials.

The Given Materials are of three types: 1) Materials that suggest generalizations about the subject matter. Such generalizations are sometimes hard to find and so have been included. 2) Materials from books and magazines to provide case study material both current and historical. 3) Personal experiences of this writer/teacher adapted for classroom use.

The Suggestions for Student Contributions rely on the experience of students. Most students have had experience with family living, with education, and with religion. Frequently they seem to understand the generalizations of the topics best when the illustrative material actually comes from their own lives.

The Suggestions for Alternate Strategies and Materials refer to materials readily available in the school or in the community. This visual resource of television is frequently suggested as a case study source.

Most of these materials have been classroom tested. We hope you enjoy working with them and enjoy adding your own strategies. The State Department of Education would be interested in knowing of any strategies that seem particularly effective.

MODULES RELATED TO THE AMERICAN ISSUES TOPIC, GROWING UP IN AMERICA.

In this and the succeeding segment, you will find the following modules:

THE AMERICAN FAMILY:

- ROLES OF AMERICAN WOMEN
- ROLES OF AMERICAN MEN
- THE CONCEPT OF MARRIAGE
- THE FAMILY

EDUCATION FOR WORK AND FOR LIFE:

- A FREE PUBLIC EDUCATION
- EDUCATION FOR WOMEN
- AN INDIVIDUAL ACHIEVEMENT

IN GOD WE TRUST:

- TO THE FIRST AMENDMENT
- FROM THE FOURTEENTH AMENDMENT
- WOMEN AND RELIGION
- A NATIONAL MORAL COMMUNITY

A SENSE OF BELONGING:

- MOBILITY AND THE FAMILY
- TRADITION AND FAMILY
- THE AMERICAN CHILD

OBJECTIVES

Given the materials presented in this unit, the student should be able to make the following generalizations:

- The roles of both men and women in America are in a constant state of change.
- The American concept of marriage recognizes marriage as an agreement between two individuals.
- Changes in American society have left few support mechanisms for the American nuclear family.
- Education in American society is based upon a concept of equality.
- Education in America includes a belief in the need for self-education for self-improvement in order to be able to cope with a constantly changing society.
- Separation of Church and State in America has been a gradual, evolutionary process.
- Americans do hold some moral standards as a national creed.
- The mobility of American society has made it difficult to maintain a sense of community.
- Traditions of American families have provided an important sense of community and continuity.
- In the case of breakdown of the family, it has been necessary to provide for the child through formal, governmental structures.
- Americans desire to be individuals but seek the support of community structures.

THE AMERICAN FAMILY: ROLES OF AMERICAN WOMEN

Guide Questions for Given Materials

Read the letter of March 31, 1776 from Abigail to John Adams.

- How does Abigail view the Virginia riflemen?
- How does she view Washington?
- Why does she question the Virginia passion for liberty?

The British evacuated Boston on March 17, 1776.

- Why is Abigail surprised that the Boston house of the Adams family is still intact?
- Why does Abigail believe the British left John Hancock's house alone and destroyed the house of the Tory "Solisiter General?"

- How does Abigail show her interest in the decisions of the Second Continental Congress at Philadelphia?
- How does her famous plea "Remember the Ladies" fit with the ideals of the Declaration of Independence?
- What are Abigail's concerns for the "Ladies?"

Read the letter of May 14, 1776.

- How has Abigail dealt with the problem of obtaining laborers?
- How has Abigail dealt with the problem of specific debts?
- How does Abigail show her ability to operate as a "Farmeriss?" Give some examples that show her business sense.
- What does John Adams usually bring as presents to his children?

- How does Abigail's contribution enable John to serve the cause of American independence?
- What roles do these letters show that Abigail Adams plays?

Read the letter of August 15, 1975 from Waterloo, Iowa.

- What roles does this writer play?
- Why does this particular combination of roles leave the writer up to her "frustration tolerance limit" and "exhausted 9/10 of the time?"
- Although she does not hold a job for pay, what jobs does this woman actually perform?
- Why does she have so little time for herself?

Read the letter of January 3, 1976 from Kalamazoo, Michigan.

- What roles does this writer play?
- How does the writer feel that motherhood affected her career? Why is she not angry about this?
- What is the "double-bind?"

Examine the Trudeau cartoons on Joanie Caucus.

- Why could Joanie Caucus sympathize with the letter writer from Kalamazoo?
- Why does pay change Joanie's attitude toward what she has been doing all along? Do you think pay would change the attitude of the letter writer from Waterloo?
- Why does Ms. Caucus attempt to broaden the possibilities for roles expected by the day-care girls?

Examine the paragraph written by Anne Freeman.

- What is a myth?
- What is longevity?
- What myth is Anne Freeman questioning in her paragraph about the American woman? Support or attack Mrs. Freeman's statement. Use evidence to support your position.

Suggestions for Student Contributions

Suggestions for Alternate Strategies and Materials

These materials on role follow the Guide Questions for the next section on the "Roles of American Men."

Braintree March 31, 1776

I wish you would ever write me a Letter half as long as I write you; and tell me if you may where your Fleet are gone? What sort of Defence Virginia can make against our common enemy? Whether it is so situated as to make an able Defence? Are not the Gentery Lords and the common people vassals, are they not like the uncivilized Natives Brittain represents us to be? I hope their Riffel Men who have shewen themselves very savage and even Blood thirsty; are not a specimen of the Generality of the people.

I am willing to allow the Colony great merrit for having produced a Washington but they have been shamefully duped by a Dunmore.

I have sometimes been ready to think that the passion for Liberty cannot be Eaquelly Strong in the Breasts of those who have been accustomed to deprive their fellow Creatures of theirs. Of this I am certain that it is not founded upon that generous and christian principal of doing to others as we would that others should do unto us.

Do not you want to see Boston; I am fearfull of the small pox, or I should have been in before this time. I got Mr. Crane to go to our House and see what state it was in. I find it has been occupied by one of the Doctors of a Regiment, very dirty,

(L.H. Butterfield, ed., Adams Family Correspondence, Vol. I, Cambridge, Mass.: The Belknap Press of Harvard Univ. Press, (c) 1963 by the Massachusetts Historical Society.)

but no other damage has been done to it. The few things which were left in it are all gone. Cranch has the key which he never delivered up. I have wrote to him for it and am determined to get it cleand as soon as possible and shut it up. I look upon it a new acquisition of property, a property which one month ago I did not value at a single Shilling, and would with pleasure have seen it in flames.

The Town in General is left in a better state than we expected, more oweing to a percipitate flight than any Regard to the inhabitants, tho some individuals discovered a sense of honour and justice and have left the rent of the Houses in which they were, for the owners and the furniture unhurt, or if damaged sufficient to make it good.

Others have committed abominable Ravages. The Mansion House of your President is safe and the furniture unhurt whilst both the House and Furniture of the Solisiter General have fallen prey to their own merciless party. Surely the very Fiends feel a Reverential awe for Virtue and patriotism, whilst they Detest the paricide and traitor.

I feel very differently at the approach of spring to what I did a month ago. We knew not then whether we could plant or sow with safety, whether when we had toild we could reap the fruits of our own industery, whether we could rest in our own Cottages, or whether we should not be driven from the sea coasts to seek shelter in the wilderness, but now we feel as if we might sit under our own vine and eat the good of the land.

I feel a gaieti de Coar to which before I was a stranger. I think the Sun looks brighter, the Birds sing more melodiously, and Nature puts on a more chearfull countanance. We feel a temporary peace, and the poor fugitives are returning to their deserted habitations.

Tho we felicitate ourselves, we sympathize with those who are trembling least the Lot of Boston should be theirs. But they cannot be in similar circumstances unless pusilanimity and cowardise should take possession of them. They have time and warning given them to see the Evil and shun it.—I long to hear that you have declared an independancy—and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favourable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If perticuliar care and attention is not paid to the Ladies we are determined to foment a Rebelion, and will not hold ourselves bound by any Laws in which we have no voice or Representation.

That your Sex are Naturally Tyrannical is a Truth so thoroughly established as to admit of no dispute, but such of you as wish to be happy willingly give up the harsh title of

Master for the more tender and endearing one of Friend. Why then, not put it out of the power of the vicious and the Lawless to use us with cruelty and indignity with impunity. Men of Sense in all Ages abhor those customs which treat us only as the vassals of your Sex. Regard us then as Beings placed by providence under your protection and in immitation of the Supreem Being make use of that power only for our happiness.

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May 14, 1776

I set down to write you a Letter wholy Domestick without one word of politicks or any thing of the Kind, and tho you may have matters of infinately more importance before you, yet let it come as a relaxation to you. Know then that we have had a very cold backward Spring, till about ten days past when every thing looks finely. We have had fine Spring rains which makes the Husbandary promise fair—but the great difficulty has been to procure Labourers. There is such a demand of men from the publick and such a price given that the farmer who Hires must be greatly out of pocket. A man will not talk with you who is worth hireing under 24 pounds per year. Col. Quincy and Thayer give that price, and some give more. Isaac insisted upon my giving him 20 pounds or he would leave me. He is no mower and I found very unfit to take the lead upon the Farm, having no forethought or any contrivance to plan his Business, tho in the Execution faithfull. I found I wanted somebody of Spirit who was wiser than myself, to conduct my Business. I went about and my Friends inquired but every Labourer who was active was gone and going into the Service. I asked advice of my Friends and Neighbours [and] they all adviced me to let Isaac go, rather than give that price. I setled with him and we parted. Mr. Belcher is now with me and has undertaken to conduct the Business, which he has hitherto done with Spirit and activity. I know his virtues I know his faults. Hithertoo I give him 2 Shillings per day, and Daniel Nightingale works with him at the same lay. I would have hired him for the season but he was engaged to look after a place or two for people who are gone into the Army. I am still in quest of a Man by the year, but whether I shall effect it, I know not. I have done the best I could. We are just now ready to plant, the barly look[s] charmingly, I shall be quite a Farmeriss an other year.

You made no perticulir agreement with Isaac so he insisted upon my paying him 13.68. I paid him 12 pounds 18 & 8 pence, and thought it sufficient.

When Bass returnd he brought me some Money from you. After the deduction of his account and the horse hire there remaind 15 pounds. I have Received 12 from Mr. Thaxter which with one note of 20 pounds which I exchanged and some small matters of interest

which I received and a little Hay &c. I have discharged the following debts—To my Father for his Horse twice 12 pounds (he would not have any thing for the last time). To Bracket, £13.6s. 8d. To Isaac 12. 18. 8. To Mr. Hunt for the House 26. 15. 4. and the Rates of two years 1774, £4 14s 8d. and for 1775 £7. 11s. 11d. Besides this have supported the family which is no small one you know and paid all little charges which have occurd in the farming way. I hardly know how I have got thro these thing's, but it gives me great pleasure to say they are done because I know it will be an Ease to your mind which amid all other cares which surround you will some times advert to your own Little Farm and to your Family. There remains due to Mr. Hunt about 42 pounds. I determine if it lays in my power to discharge the bond, and I have some prospect of it.

Our Little Flock send duty. I call[ed] them seperately and told them Pappa wanted to send them something and requested of them what they would have. A Book was the answer of them all only Tom wanted a picture Book and Charlss the History of king and Queen. It was natural for them to think of a Book as that is the only present Pappa has been used to make them.

Adieu—Yours Hermitta

****

Waterloo, Iowa
August 15, 1975

Dear Gail,

Herewith news of the two years since we last saw you and/or communicated. No major changes in the status quo. We've built a fantastic play apparatus in the backyard, relandscaped the whole place, are about to tackle the kitchen and perhaps some miscellaneous decorating. ...

People wise, Beth starts Junior High school next month and Katie, Kindergarten (early, in the family tradition) - both big steps along the road to independence and maturity. Beth looks and sometimes acts quite grown up, has become quite competent (when she wants to be). Debs is an old English Sheepdog, thanks to my agreeing at long last to let her grow long hair. She's energetic and quite creative for a nine year old. Katie is a tiger yet quite shy at times, quite independent for a four-year-old and maturing rapidly by means of imitation. They have days and weeks of hideous temperament and have been sick far more than is tolerable the last few years, but on the whole they're good kids, and we are increasingly aware of how lucky we are that all 3 are so uniformly bright and otherwise talented. We've acquired a rabbit, a guinea pig, and 3 goldfish, but no larger livestock yet.

Edward continues on the same, basically satisfactory route. He has traveled at least as much as ever the past two years, much of it for weeks at a time to Europe, The Far and Mid-East. I've not been able to get away to join him but perhaps it will work out this year. He is already scheduled for Germany in October and the Far East in September, with a week in Washington and Boston squeezed in between the two. ...

As for yours truly, I am up to my frustration tolerance limit with deadlines, and projects - never ending commitments to other people. Have resolved that only I can change it and hope healthy and cooperative kids and a few resounding "NOs" will accomplish a feeling of greater satisfaction for me soon. I'm still doing too much for our college and have added a similar amount of responsibility in the Girl Scout arena. These plus school volunteer work (the only way to monitor your kids' progress, I've learned), gardening (would you believe roses?), tennis (I've actually managed to become quite good), and day to day maintenance chores leave me exhausted 9/10 of the time.

Cheers,
Alice

****

Kalamazoo, Michigan
January 3, 1976

Dear Gail,

...

My boys are my joy. We have the greatest fun and communication. I don't know if it is my immaturity or their emotional maturity and understanding. Anyhow, so far so good!

John is still teaching history at the prep school. He was just named "the most innovative teacher" by a group interested in gifted children ... .

As for me - what can I say? I went back to school last couple of years - finished in June. This old lady finished with a Summa Cum Laude and the Social Work Award. You see I'm interested in Gerontology! This was to prove that the "aged" have something to offer! It was a great challenge to keep the emotional and physical needs of my boys answered while pursuing my own interest. I'm not liberated. I'm beginning to work on my Masters in Social Work next week and looking for a job. You know how much motherhood gets you on a resume! Oh well - no guilt feelings on my mental resume, at least!

...

I'm involved in a study on "Geriatric Foundlings" - those folks found on the streets with out homes or kin. How did it all happen? How do such people become dependent on a city hospital to make life decisions for them.

...

I enjoy my field but as I said before - the kids are first. I guess that our generation is the last one with the old value system. Intellectually it is one way but to integrate [liberation for women] emotionally is a whole different bag. The double-bind!

Love,
Sharon

Right now I can see a dangerous new myth blooming in the minds of teenagers like my daughter, fertilized, alas, by popular magazines—the myth that now, thanks to the feminist advances, a woman will be relieved of the necessity of making hard personal choices. She can have it all, in other words—an uninterrupted career, a tension-free marriage, and houseful of well-cared-for children. My own experience makes me question this new myth. If a woman has sufficient self-discipline, determination, and longevity on her side, she may be able to have it all *eventually*, but can she really have it all *simultaneously?*

(Anne Freeman - Class of 1956 - BRYN MAWR ALUMNA BULLETIN Summer 1975. p. 9. Reprinted by permission.)

THE AMERICAN FAMILY: ROLES OF AMERICAN MEN

Guide Questions for Given Materials

Read the letter of July 20, 1776 of John Adams to Abigail Adams.

- As a father, what is the concern of John Adams?
- Why can it be more difficult to be away from a family when there is illness?
- What is the contribution of John Adams to the American Revolution in personal terms?

Read "Let 'em Eat Leftovers" by Mike McGrady.

- Why was this year as a Househusband a nightmare?
- What did Mike McGrady find most rewarding about his experience?
- Why does Mike McGrady suggest that housewives should "let 'em eat leftovers?"

Read "Putting Father Back in the Family."

- What advantages and disadvantages have Richard Robbins, Robert Miner, Selby Turner, and Jim Michels found in fathering? How do their situations differ? How are some of their problems the same?
- What problems seem to be associated with child care regardless of which parent takes primary responsibility for caring for the children?

Suggestions for Student Contributions

Students could be asked to list the roles they play during an average day. They might be asked to note the roles they enjoy most and those they enjoy the least. Students might state how their behavior changes as they play different roles and describe their frustration when they try to play too many roles. These ideas might then be applied to the roles played by American women and men.

Suggestions for Alternate Strategies and Materials

A housewife who is the mother of young children, possibly a teacher on leave, might be asked to speak to the class on the "double-bind." A househusband might be asked to speak to the class on the problems he faces in his role.

Various American Indian cultural patterns could be studied to examine the roles of women and men.

Patterns of Culture by Ruth Benedict includes information on the roles of men and women among the Zuni, the Dobu, and the Kwahuith. Students could be asked to contrast the roles of these cultures with each other and with the roles expected in American culture. This might be a good place to emphasize the constant change in roles of both men and women in America.

Most school systems have invested in the simulation game of "Ghetto" or "Poor Peoples' Choice." Play the game with the girls assigned to male roles and the boys assigned to female roles. If left to their own devices, students will usually select roles that match their own sex. In debriefing the simulation, emphasize the frustration each student felt because of the role he or she played. The boys usually mention the pregnancy problems and the girls usually resent the burden of supporting a family without being able to receive welfare assistance. To balance the game, you might want to provide two additional male father roles. If you do so, you will also need some additional chips.

The pamphlet "Roles of Modern Women" prepared by Sociological Resources for the Social Studies as a part of the Episodes in Social Inquiry Series published by Allyn and Bacon, Inc. includes material that could be used effectively in this section.

This pamphlet could also be used effectively in the other sections of this unit relating to women.

Philadelphia July 20. 1776

This has been a dull day to me: I waited the Arrival of the Post with much Solicitude and Impatience, but his Arrival made me more solicitous still.—"To be left at the Post Office" in your Hand Writing, on the back of a few Lines from the Dr. were all that I could learn of you and my little Folks. If you was too busy to write, I hoped that some kind Hand would have been found to let me know something about you.

Do my Friends think that I have been a Politician so long as to have lost all feeling? Do they suppose I have forgotten my Wife and children? Or are they so panic struck with the Loss of Canada, as to be afraid to correspond with me? Or have they forgotten that you have a Husband and your Children a Father? What have I done, or omitted to do, that I should be thus forgotten and neglected in the most tender and affecting scaene of my Life!

(L.H. Butterfield, ed., Adams Family Correspondence, Vol. I, Cambridge, Mass.: The Belknap Press of Harvard Univ. Press, (c) 1963 by the Massachusetts Historical Society.)

Dont mistake me, I dont shame you. Your Time and Thoughts must have been wholly taken upon, with your own and your Families situation and Necessities.—But twenty other Persons might have informed me.

I suspect, that you intended to have run slyly, through the small pox with the family, without letting me know it, and then have sent me an Account that you were all well. This might be a kind Intention, and if the design had succeeded, would have made me very joyous. But the secret is out, and I am left to conjecture. But as the Faculty have this distemper so much under Command I will flatter myself with the Hope and Expectation of soon hearing of your Recovery.

****

LET 'EM EAT LEFTOVERS
By Mike McGrady

Last year my wife and I traded roles. Every morning she went off to an office and earned the money that paid the bills. I cooked and cleaned, picked up after three kids, went head-to-head with bargain-hunting shoppers, pleaded for a raise in allowance and lived the generally hellish life that half the human race accepts as its lot.

The year is over now but the memories won't go away. What is guaranteed to stir them up is any of those Total Woman or Fascinating Womanhood people singing the praises of the happy housewife—that mythical woman who manages a spotless house, runs herd over half a dozen kids, whips up short-order culinary masterpieces, smells good and still finds time to read Great Books and study Japanese line engraving.

I never qualified. Never even came close. In fact, I never quite mastered that most basic task, the cleaning of the house. Any job that requires six hours to do and can be undone in six minutes by one small child carrying a plate of crackers and a Monopoly set—this is not a job that will long capture my interest. After a year of such futility, I have arrived at a rule of thumb—if the debris accumulates to a point where small animals can be seen to be living there, it should be cleaned up, preferably by someone hired for the occasion.

Housekeeping was just one facet of the nightmare. I think back to a long night spent matching up four dozen bachelor socks,

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all of them wool, most of them gray. Running an all-hours taxi service for subteens. Growing older in orthodontists' waiting rooms. Pasting trading stamps into little booklets. Oh, the nightmare had as many aspects as there were hours in the day. ...

TRY A LITTLE NEGLECT

An...intriguing suggestion is that husbands pay their wives salaries for housework. I suggested this to my wife and she said I don't make enough money to pay her to do that job again. Neither, according to her, does J. Paul Getty. I am coming to the feeling that this is a job that should not be done by any one person for love or for money.

This is not to put down the whole experience. By the end of the year, I had succeeded in organizing my time so that there were a few hours for the occasional book, the random round of golf. Then too, it was a pleasure to be more than a weekend visitor to my kids' lives. While my wife and I are now willing to deemphasize housekeeping, neither of us would cut back on what some people call parenting and what I look at as the one solid reward in this belated and male motherhood of mine.

Of course, I had it easy—relatively easy anyway. This was my little experiment, not my destiny. There is a considerable difference between a year in prison and a life sentence.

It will be argued: well, *someone* has to do these things. Not necessarily. In the first place, some two can do most of these things. Secondly, I can think of no area in modern life that could more easily sustain a policy of benign neglect than the home. I'm arguing here in favor of letting the dust gather where it may; in favor of making greater use of slow cookers and nearby fish-and-chips stands; of abolishing, as far as possible, the position of unpaid servant in the family. ...

THE LIFE YOU SAVE

To this mind, this person, we should say: go ahead. There is a world out here, a whole planet of possibilities. The real danger is that you won't do it. If Gutenberg had been a housewife, I might be writing these words with a quill pen. And if Edison had been a housewife, you might be reading them by candlelight.

No escape is simple and a certain amount of toughness will be required. How do you do it? You might start by learning how to sweep things under the rug. You might have to stop pampering the rest of the family—let 'em eat leftovers. And be prepared for the opposition that will surely develop. Even the most loving family hates to lose that trusted servant, that faithful family retainer, that little old homemaker, you. No one enjoys it when the most marvelous appliance of them all breaks down. But if it will be any comfort to you, the life you save will surely be your own.

THE AMERICAN FAMILY: THE CONCEPT OF MARRIAGE

Guide Questions for Given Materials

Read the selection from *The Uprooted.*

- How was marriage seen in the village community in the Old World?
- What did the wife lose?
- What did the husband lose?
- What happened to their relationship as their roles changed?

Read the "Wedding Protest" of Henry Blackwell and Lucy Stone.

- What do Lucy Stone and Henry Blackwell protest in their Wedding Protest?
- How does this protest indicate that Lucy Stone and Henry Blackwell regard marriage as a contract between two individuals.

Read the article from "The Washington Post" on "Careers and Conflicts."

- What was the decision of Marion Javits? Why did she have to make this decision?
- What has been the problem for the husband of Rep. Burke?
- Why did Martin Abzug disclose his holdings on his wife's financial disclosure statement?

- Why has her name been a handicap to Ellen Proxmire?
- Why was marriage a particular problem for Martha Keys Jacobs?
- What is unusual about Roderick and Carla Hills?

- Why is freedom of individual action difficult for the wives and husbands of those individuals who have chosen a political career?

Examine the charts on Marriages and Divorces and Marital Status.

- What has happened to the divorce rate between 1890 and 1970; between 1960 and 1970?
- What do these statistics indicate of a negative nature about marriage in America?
- Do these statistics indicate anything of a positive nature about marriage in America?

- Make three generalizations about marital status in the United States.

- Explain why marriage in the United States is regarded as an arrangement between individuals.

Suggestions for Student Contributions

Students might be asked to classify household tasks as jobs that should be performed by the husband, jobs that should be performed by the wife, or jobs that could be performed by either. If classifications are compared, students can see how their own concepts of these roles differ from the concepts of others. They can also see the difference between flexible and established views of the roles of husband and wife.

Suggestions for Alternate Strategies and Materials

Students might examine television shows for examples of differing styles of marriage. For example, an investigation of the difference between the relationship of Edith and Archie and the relationship of Mike and Gloria might give students some insight into the changing American concept of marriage. Many different types of comparisons could be made. One particularly interesting idea might be to compare the relationship between Lucy and Ricky Ricardo (filmed in the 1950's) and the relationship between Maude and Walter Findlay (filmed in the 1970's).

...Their marriage had not been the product of an individual passion, but a social arrangement under the oversight of the community. She had accepted the obligations of her situation, to be obedient and faithful, to further his health and comfort, to be a good and kindly wife, the crown of her husband's life. He had taken on the responsibilities of the efficient provider who would safeguard her from degrading work, keep want away, and mildly satisfy her will. The union upon which fortune smiled was one blessed with the dignified respect of the partners for their rights and duties. ...

In the Old World her status had been fixed by a variety of elements - whose daughter she was, what dowry she brought, into what family she married. Let her husband be unfortunate or unskillful or unthrifty, she had still a set place in the village. Here her fate was completely tied up in his success. ...

Was not the whole migration the story of his succession of failures? ... He felt respect ebb away and carried about a gnawing shame at his own lack of capacity. Most of all, he resented his loss of authority. ...he resented his wife's growing dominance over the household. ...

...The old fixed order of respect between husband and wife had disappeared as the obligations on which it rested became irrelevant in the New World. ...

(From The Uprooted by Oscar Handlin. Boston. Little, Brown and Company. 1951. Selections taken from the chapter entitled "The Generations.")

The following protest was written by Lucy Stone and Henry Blackwell. Henry Blackwell read the document just before the wedding ceremony took place. After marriage, Lucy Stone continued to use her own name.

While we acknowledge our mutual affection by publicly assuming the relationship of husband and wife, yet in justice to ourselves and a great principle, we deem it a duty to declare that this act on our part implies no sanction of, nor promise of

(From Lucy Stone and Henry Blackwell, "Wedding Protest." West Brookfield, Massachusetts. May 1, 1855.)

voluntary obedience to, such of the present laws of marriage as refuse to recognize the wife as an independent, rational being, while they confer upon the husband an injurious and unnatural superiority, investing him with legal powers which no honorable man would exercise, and which no man should possess.

We protest especially against the laws which give to the husband—

1. The custody of his wife's person;
2. The exclusive control and guardianship of their children;
3. The sole ownership of her personal and use of her real estate, unless previously settled upon her, or placed in the hands of trustees, as in the case of minors, lunatics, and idiots;
4. The absolute right to the product of her industry;
5. Also against laws which give to the widower so much larger and more permanent an interest in the property of his deceased wife than they give to the widow in that of her deceased husband;
6. Finally, against the whole system by which "the legal existence of the wife is suspended during marriage," so that in most States she neither has a legal part in the choice of her residence, nor can she make a will, nor sue or be sued in her own name, nor inherit property.

We believe that personal independence and equal human rights can never be forfeited, except for crime; that marriage should be an equal and permanent partnership, and so recognized by law; that until it is so recognized, married partners should provide against the radical injustice of present laws, by every means in their power.

We believe that, where domestic difficulties arise, no appeal should be made to legal tribunals under existing laws, but that all difficulties should be submitted to the equitable adjustment of arbitrators mutually chosen.

Thus reverencing Law, we enter our earnest protest against rules and customs which are unworthy of the name, since they violate justice, the essence of all Law.

CAREERS AND CONFLICTS:
PERSPECTIVE ON THE DILEMMA OF POLITICAL SPOUSES

MARRIAGES AND DIVORCES

1890:	570,000 marriages	9.0 per 1,000 population
	33,461 divorces	0.5 per 1,000 population
1900:	709,000 marriages	9.3 per 1,000 population
	55,751 divorces	0.7 per 1,000 population
1910:	948,166 marriages	10.3 per 1,000 population
	83,045 divorces	0.9 per 1,000 population
1920:	1,274,476 marriages	12.0 per 1,000 population
	170,505 divorces	1.6 per 1,000 population
1930:	1,126,856 marriages	9.2 per 1,000 population
	195,961 divorces	1.6 per 1,000 population
1940:	1,595,879 marriages	12.1 per 1,000 population
	264,000 divorces	2.0 per 1,000 population
1950:	1,667,231 marriages	11.1 per 1,000 population
	385,144 divorces	2.6 per 1,000 population
1960:	1,523,000 marriages	8.5 per 1,000 population
	393,000 divorces	2.2 per 1,000 population
1970:	2,179,000 marriages	10.7 per 1,000 population
	715,000 divorces	3.5 per 1,000 population

(From Division of Vital Statistics - National Center for Health Statistics.)

MARITAL STATUS IN THE UNITED STATES: 1970

percent distribution based on 1970 Census

22.4% of all women 14 and over are single
28.6% of all men 14 and over are single

61.3% of all women 14 and over are married
65.8% of all men 14 and over are married

2.3% of all women 14 and over are separated
1.5% of all men 14 and over are separated

12.4% of all women 14 and over are widowed
2.9% of all men 14 and over are widowed

3.9% of all women 14 and over are divorced
2.7% of all men 14 and over are divorced

(Source: U.S. Bureau of the Census.)

THE AMERICAN FAMILY: THE FAMILY

Guide Questions for Given Materials

Read the selection from *The Uprooted.*

- How does Oscar Handlin describe the difference between the family in the Old World and the family in the New World?
- What conditions have caused this change?

Read "The Clarks: How to Succeed."

- What is an extended family?
- How do the Clarks operate as an extended family?
- What advantages does this family have because it is an extended family?

Read "Mary Wheeler: 'I Need Help.'"

- How are the Wheelers attempting to compensate for the fact that they are not a part of an extended family?
- Why are the Wheelers a nuclear family?
- Give some advantages and disadvantages of the nuclear family.

Read the selection from *Nigger: An Autobiography.*

- How does Dick Gregory's mother demonstrate qualities important for any parent in any circumstances?
- Why are these qualities important under the circumstances in which she must raise her family?
- What do you think is the most difficult part of her role as parent?

Read "The Parent Gap."

(The following words might be reviewed with students before they read: augment, centrifugal, consensus, implement, pathology, regress, socialization, syndrome.)

- Why are American parents having trouble deciding how to raise their kids?
- What social changes does Dr. Bronfenbrenner list as those that have undermined the American family?
- Why does Dr. Coles feel that the life of those living in wealthy American suburbs is like that of migrant farmworkers?
- Why are parents spending so little time with their children?
- Who is raising the kids?
- What suggestions are given to help American parents make their job a little easier?

Suggestions for Student Contributions

If it can be done as a non-threatening exercise, students might be asked to draw a picture, with stick figures, of the members of their own families. Each student could then determine whether the family drawn was a nuclear or an extended family. Be prepared for pictures that include family pets.

Students might be asked to take one day of their week and carefully note all of the time they spend with those who are their own age and all of the time they spend with those who are much older or younger.

The class as a whole might take one week and compile all of the time the class spent watching television. If the individual figures are not known to the teacher, and only the total is given after students have added the figures, the chances of an accurate accounting are increased.

Suggestions for Alternate Strategies and Materials

Students might want to bring in some snapshots to show family relationships. As such snapshots can easily be damaged or lost, it is frequently better to use pictures of American families from such books as Edward Steichen's *The Family of Man* and *The American Album* by the editors of American Heritage.

The various family relationships shown on television could be tabulated by the class. Students might also be asked to note whether the parent or parents shown on the program is or are employed. Students could then decide how the jobs held would actually affect the amount of time spent with children while observing how these jobs seem to affect the amount of time the television parent or parents can spend with their children.

The difficulty was that formerly the family had not been a thing itself, but an integral element of the village community. ... As the functioning unit within the economy it was the means through which bread was produced and consumed. No one could live except as the member of a family. ...

In the New World,...the family no longer had an income; there were only the combined incomes of its members. The larger unit was now a source of weakness... . Those who could, broke away: it was madness for a man...capable of supporting himself to maintain the ties of uncle or cousin when those ties would only draw off a share of his earnings. Those who remembered the old obligations,...were generally those more likely to consume than than to produce — the aged, the weak, the ill. ...the extensive family of the Old World disintegrated. ...

(From The Uprooted by Oscar Handlin. Boston. Little, Brown and Company. 1951. Selections taken from the chapter entitled "The Generations.")

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EDUCATION: A FREE PUBLIC EDUCATION

Guide Questions for Given Materials

Examine the selection from *Education in the Forming of American Society*.

- What three institutions does Bernard Bailyn identify as providing for the transmission of English culture?
- How was the child socialized in the Old World?

Examine the excerpt from the Massachusetts School Law of 1642.

- What does this law suggest has happened to the natural transmission of culture and socialization of the child?

Examine the excerpt from the Massachusetts School Law of 1647.

- Why was it necessary to provide for formal schools?
- What generalizations could you make about the change in the American family from this law?
- How does this law indicate that religious belief was vital to the Puritan community?

Examine the excerpt from the Report of Horace Mann.

- By 1848, how is the common school seen by Horace Mann?
- Why does he believe that the common school is so important to America?
- How has this view of the school changed from the use of the school to substitute for missing family training?

Read the account of the development of public education in New York State.

- Describe the steps by which the free public education system of New York State developed.
- Why do you think the citizens of New York State eventually came to believe that all children should receive a free education?
- How does the educational system of the United States contribute to equality?

Read the selection from *The Uprooted*.

- Why did the school introduce "a rival source of authority" into the life of the child?
- Why were the children more "American" than their parents?
- Why was "every step forward ... a step away from home?"

Read the selection from "The American Child as Seen by British Travelers."

- Why does Richard Rapson suggest that the equality of America created a situation in which the authority of the school could grow and that of the family decline?
- What do Margaret Mead and Erik Erikson believe are reasons for equality of adult and child in America?
- What does Rapson suggest is the price paid by the American child for equality?
- What does Rapson suggest is the price paid by the American adult for the equality of children?
- What does Rapson suggest is the price paid by the American aged for this equality?

Suggestions for Student Contributions

Students might be asked to list their advantages as young people living in a "youth-centered" culture. They might then be asked to enumerate disadvantages.

Some students might want to visit a home for the aged or take responsibility for visiting a particular elderly person. Others might want to interview an elderly person, perhaps a relative, with the deliberate goal of learning something of value from the person interviewed.

Suggestions for Alternate Strategies and Materials

A pile of magazines might be provided for students to make collages to demonstrate the youth-centered American culture.

The section on THE CHANGING ROLE OF THE SCHOOLS (pages 22-41) from the New York State manual on American Civilization in Historic Perspective: Education: Part II could be used as additional source material for this topic.

EDUCATION: EDUCATION FOR WOMEN

Guide Questions for Given Materials

Read the selection from *Morning Star: A Biography of Lucy Stone.*

- Why did Lucy Stone attend Oberlin College in Ohio although she lived in Massachusetts?
- Why was Lucy not permitted to read her own essay?
- What was her response to the decision that she could not read her essay?

Read the selection from the address of M. Carey Thomas.

- How does M. Carey Thomas describe the position of an educated woman in the 1880's?
- How was Bryn Mawr College supposed to affect the women who attended it?

Read the article by Priscilla McMillan, Bryn Mawr College, Class of 1950.

- Why does Mrs. McMillan believe that everyone in America must constantly make him or herself over? Do you agree with her statement? Explain your position.
- What were women expected to do when Mrs. McMillan graduated in the 1950's?
- How did expectations of what a woman should do change in the 1960's?
- How did all of these women end up in a no-win situation?
- Why does Mrs. McMillan suggest that this situation, where no one is certain of what success is, can be an opportunity?
- Do you agree with Mrs. McMillan? Defend your answer.

Examine the charts on High School and College Graduates by Sex, 1900-1973 and Degrees Conferred by Higher Educational Institutions, 1970-71.

- Make three generalizations about the first chart. Support these generalizations with specific examples.
- Make three generalizations about the second chart. Support these generalizations with specific examples.
- How do you think the statistics on the second chart will look in 1980-81? Give reasons for your answer.

Examine Title IX of the Education Amendments of 1972.

- What institutions are forbidden to discriminate according to sex?
- What is involved in discrimination?
- What institutions are exempted from the act?
- How are complaints to be handled?

Read the clipping from the Washington Post.

- Why was Barbara Jo Brimmer ahead of her time?
- Why do you believe that the service academies have now admitted women?

Examine Trudeau's cartoon.

- How is Joanie Caucus a symbol for change in the educational expectations of American women?

Suggestions for Student Contributions

Each student might be asked to bring in a list of possible career choices. Students might be asked to include at least one "dream career." Emphasis could be placed on looking at all career possibilities, without seeing many careers that were formerly designated as "male" jobs or "female" jobs as only open to "males" or "females."

Suggestions for Alternate Materials and Strategies

An older woman college graduate might be asked to speak to the class. One of the first women to integrate one of the one sex schools recently opened to women or one of the first men to integrate one of the one sex schools recently opened to men might be an interesting choice as a speaker. A recent woman graduate in one of the professions, such as law, attracting larger numbers of women could also be a worthwhile class speaker.

HIGH SCHOOL AND COLLEGE GRADUATES BY SEX, 1900-1973

Year of Graduation	High School		College	
	Women	Men	Women	Men
1900	56,808	38,075	5,237	22,173
1910	92,753	63,676	8,437	28,762
1920	187,582	123,684	16,642	31,980
1929-30	366,528	300,376	48,869	73,615
1939-40	642,757	578,718	76,954	109,546
1949-50	629,000	570,700	103,217	328,841
1955-56	735,300	679,500	110,579	198,233
1957-58	780,400	725,500	121,564	240,990
1958-59	844,400	788,200	128,963	252,960
1959-60	966,000	898,000	138,377	254,063
1960-61	1,013,000	958,000	144,495	254,215
1961-62	984,000	941,000	157,315	260,531
1962-63	991,000	959,000	174,453	273,169
1963-64	1,167,000	1,123,000	200,608	298,046
1964-65	1,351,000	1,314,000	217,362	317,669
1965-66	1,346,000	1,326,000	222,187	328,853
1966-67	1,348,000	1,332,000	237,197	353,351
1967-68	1,361,000	1,341,000	276,203	390,507
1968-69	1,427,000	1,402,000	319,805	444,380
1969-70	1,463,000	1,433,000	343,060	484,174
1970-71	1,487,000	1,456,000	366,538	511,138
1971-72	1,534,000	1,509,000	386,100	535,100
1972-73	1,578,000	1,559,000	419,000	561,800

(Source: U.S. Office of Education)

DEGREES CONFERRED BY HIGHER EDUCATIONAL INSTITUTIONS, 1970-71

Field of Study	B.A. and first professional		M.A.		Ph.D.	
	Women	Men	Women	Men	Women	Men
Agriculture, natural resources	539	12,171	144	2,314	31	1,055
Architecture, environmental design	667	4,911	243	1,481	3	33
Biological sciences	10,571	25,462	1,943	3,813	595	3,050
Business management	10,803	105,906	1,045	25,609	23	787
Communications	3,813	6,989	642	1,214	19	126
Computer & information sciences	324	2,064	164	1,424	3	125
Education	132,236	45,402	50,020	39,047	1,355	5,043
Engineering	403	49,954	185	16,272	23	3,615
Fine & applied arts	18,169	12,278	3,165	3,513	138	483
Foreign languages	15,285	5,148	3,126	1,653	297	484
Health professions						
Nursing	12,029	254	1,511	31	1	6
Pharmacy	951	3,642	40	154	1	93
Dentistry (D.D.S. or D.M.D.)	46	3,731				
Medicine (M.D.)	829	8,157	—	—	—	—
Home economics	10,970	301	1,365	88	75	68
Law	1,320	16,877	46	909	0	20
Letters	44,782	26,616	7,328	5,415	567	1,849
Library sciences	932	81	5,713	1,315	11	28
Mathematics	9,494	15,424	1,524	3,677	93	1,106
Military sciences	1	356	0	2	0	0
Physical sciences						
Chemistry	2,095	9,088	492	1,792	173	1,987
Physics	343	4,733	152	2,042	43	1,439
Psychology	17,037	21,117	1,651	2,787	427	1,355
Public affairs & services	4,566	4,737	4,099	4,307	43	135
Social sciences						
Economics	1,912	14,046	262	1,735	53	668
History	15,749	29,182	1,693	3,476	120	871
Pol. science, govt.	5,564	22,072	479	1,839	85	615
Sociology	19,959	13,703	677	1,132	119	455
Theology	1,135	7,664	661	2,049	6	306
Interdisciplinary studies	4,117	9,967	600	1,106	14	77
TOTAL	370,000	513,975	92,896	138,590	4,579	27,534

(Source: U.S. Office of Education)

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972
(HIGHER EDUCATION ACT)

Most educational institutions across the United States receive Federal financial assistance; these include preschool programs, elementary, and secondary school systems; four-year colleges and universities, vocational and technical schools, two-year community and junior colleges, and graduate and professional schools. Title IX of the 1972 Amendments to the Higher Education Act prohibit educational institutions which receive Federal funds from discriminating on the basis of sex.

Coverage

These Amendments prohibit discrimination on the basis of sex by educational institutions receiving Federal funds. This prohibition covers educational programs, employment, athletics, admissions and financial aid, and all other programs and services of the institution. Certain types of institutions, however, are exempt from the provisions of the amendments only with regard to admissions. These are: military schools, schools which have traditionally admitted only individuals of one sex; and schools operated by religious organizations whose religious tenets are inconsistent with co-education. Private schools which are in transition from single-sex to co-educational institutions are allowed seven years to complete the process, during which they may continue to make admissions decisions on the basis of sex.

Examples of discrimination forbidden by these Amendments include: refusal of a co-educational institution to admit women to any academic program (engineering, animal husbandry, for example); refusal of a Board of Education to hire or promote qualified women as principals in the school system; or refusal of a college to allow women equal access to athletic programs and facilities (including playing fields, equipment, and instruction).

What Is Required

An educational institution receiving Federal funds must afford all persons an equal opportunity to participate in and receive the benefits of all educational programs and activities.

Complaint

A complaint may be filed with the Office for Civil Rights of the Department of Health, Education, and Welfare by any

(A Guide to Federal Laws Prohibiting Sex Discriminations. Prepared by U.S. Commission on Civil Rights, 1974.)

person (or his/her representative) who believes herself/himself, or either sex as a class, to be subjected to discrimination prohibited by these Amendments. The written complaint should be filed with:

Director, Office for Civil Rights
Department of Health, Education and Welfare
330 Independence Avenue, S.W.
Washington, D.C. 20201

HEW may investigate where a complaint has been made or where there are other indications that the educational institution is discriminating on the basis of sex. HEW will informally attempt to bring the institution into compliance with the Amendments' nondiscrimination provision. Once a complaint has been filed, the complainant is no longer involved and it is the responsibility of HEW to resolve it.

Enforcement and Sanctions

In addition to investigations initiated by a complaint, HEW may conduct periodic compliance reviews. Where an educational institution is found to be discriminating on the basis of sex, and HEW finds that this cannot be corrected informally, it may terminate or refuse to grant funds to the institution. Before such action may be taken, HEW must allow an opportunity for a hearing, and must find that there will not be voluntary compliance with the nondiscrimination requirements. In addition, HEW may refer the matter to the Attorney General of the United States with a recommendation that legal action be taken, or take any other action authorized by law.

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AHEAD OF HER TIME

The date of the newspaper clipping is Jan. 25, 1972. The face of Barbara Jo Brimmer, brown eyes and long brown hair, appears next to that of Sen. Jacob Javits (R-N.Y.). Both are grinning broadly. He has just nominated her for appointment to the U.S. Naval Academy.

But two weeks later, the Navy gave its tradition-barnacled reply: no. "Maybe," said Navy Secretary John Chafee, "somewhere down the road...."

Yesterday was the deadline for nominees for this year's classes at the academies at West Point, Annapolis, and Colorado Springs, and for the first time those classes are expected to include hundreds of women.

(From The Washington Post, February 1, 1976. Reprinted by permission.)

EDUCATION: AN INDIVIDUAL ACHIEVEMENT

Guide Questions for Given Materials

Examine the selection from Benjamin Franklin's *Autobiography*.

- What is Franklin's objective?
- What virtues does he include as a part of his project?
- What is the importance of his little book?
- How does his check-chart work?
- How is it possible to teach virtue through a check-chart?
- Eventually, what does Benjamin Franklin do with the little book?

Examine the selection from *The Education of Henry Adams*.

- What is the objective of Henry Adams?
- What had Henry Adams observed during his lifetime?
- What had been the effort of his life?
- Why does he think a new social mind will be required after 1900?

- How do the concepts of education held by Franklin and Adams differ?
- How are the concepts of education held by Franklin and Adams the same?
- How do these concepts fit with an American concept of individual education for self-improvement?
- How do these concepts fit with an American concept of education for a changing society?

Suggestions for Student Contributions

Students might be asked to compose their own self-improvement check-charts and try using them for a week. Experiences could then be exchanged.

Suggestions for Alternate Strategies and Materials

Students might survey the courses offered at the local community college and the courses offered in evening classes at the local high school. Such courses usually offer a variety of subjects to improve skills and increase knowledge of adult members of the community.

The section on EDUCATION AS AN INDIVIDUAL ATTAINMENT (pages 42-53) from the New York State manual on *American Civilization in Historic Perspective: Education, Part II* could be used as additional source material for this topic.

It was about this time I conceived the bold and arduous project of arriving at *moral perfection*. ...

[The following virtues were those he selected as most important for his project.]

The names of *virtues*, with their precepts, were:

1. TEMPERANCE.—Eat not to dullness; drink not to elevation.

2. SILENCE.—Speak not but what may benefit others or yourself; avoid trifling conversation.

3. ORDER.—Let all your things have their places; let each part of your business have its time.

4. RESOLUTION.—Resolve to perform what you ought; perform without fail what you resolve.

5. FRUGALITY.—Make no expense but to do good to others or yourself; that is, waste nothing.

6. INDUSTRY.—Lose no time; be always employed in something useful; cut off all unnecessary actions.

7. SINCERITY.—Use no hurtful deceit; think innocently and justly; and, if you speak, speak accordingly.

8. JUSTICE.—Wrong none by doing injuries or omitting the benefits that are your duty.

9. MODERATION.—Avoid extremes; forbear resenting injuries, so much as you think they deserve.

10. CLEANLINESS.—Tolerate no uncleanliness in body, clothes, or habitation.

11. TRANQUILITY.—Be not disturbed at trifles or at accidents common or unavoidable.

12. CHASTITY. . . . . .

13. HUMILITY.—Imitate Jesus and Socrates.

...

I made a little book in which I allotted a page for each of the virtues. I ruled each page with red ink, so as to have seven columns, one for each day of the week, marking each column with a letter for the day. I crossed these columns with thirteen red lines marking the beginning of each line with the first letter of one of the virtues; on which line, and its proper column, I

(From Benjamin Franklin, Autobiography.)

might mark, by a little black spot, every fault I found upon examination to have been committed respecting that virtue upon that day. ....

FORM OF THE PAGES.

TEMPERANCE.

Eat not to dullness; drink not to elevation.

	Sun.	M.	T.	W.	Th.	F.	S.
Tem.							
Sil.	*	*		*		*	
Ord.	*	*			*	*	*
Res.		*				*	
Fru.		*				*	
Ind.			*				
Sinc.							
Jus.							
Mod.							
Clea.							
Tran.							
Chas.							
Hum.							

I entered upon the execution of this plan for self-examination and continued it with occasional intermissions for some time. I was surprised to find myself so much fuller of faults than I had imagined; but I had the satisfaction of seeing them diminish. To avoid the trouble of renewing now and then my little book, which by scraping out the marks on the paper of old faults to make room for new ones in a new course, became full of holes, I transferred my tables and precepts to the ivory leaves of a memorandum book, on which the lines were drawn with red ink, that made a durable stain; and on those lines I marked my faults with a black-lead pencil, which marks I could easily wipe out with a wet sponge. After awhile I went through one course only in a year, and afterward only one in several years, till at length I omitted them

entirely, being employed in voyages and business abroad with a multiplicity of affairs that interfered; but I always carried my little book with me. ...

SCHEME.

	Hours.	
MORNING.		
The Question. What good shall I do this day?	5 6 7	Rise, wash, and address. Powerful Goodness! Contrive day's business and take the resolution of the day; prosecute the present study and breakfast.
	8 9 10 11	Work.
NOON.	12 1	Read or look over my accounts and dine.
AFTERNOON	2 3 4 5	Work.
EVENING.		
The Question. What good have I done to-day?	6 7 8 9	Put things in their places. Supper. Music or diversion or conversation. Examination of the day.
NIGHT.	10 11 12 1 2 3 4	Sleep.